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ABSTRACT

Education for foreign migrant children in the Netherlands from 1960 to 1976 is discussed. Two aspects of the background and development of migrant education are stressed: governmental organization and education in practice. Discussed are the government's responsibility for investigating problems of cross-cultural education; inspecting educational facilities; and facilitating communication among the Department of Education and Science, the field of education, and the embassies of the migrants' home countries. Typical migrant children attend Dutch schools which provide language training by special resource teachers, bilingual and bicultural classes, and cooperative teaching by Dutch and migrant teachers. The importance of the governmental, semigovernmental, municipal, and private educational and welfare services for integration of migrant families into Dutch society is stressed. An experimental teacher education course for teachers of migrant children in primary and kindergarten grades is described. Tables indicate the number of foreigners in the Netherlands and the number of migrant children from the Mediterranean area enrolled in primary schools from 1972 through 1975. References are listed. (Author/DB)

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Conference-paper

On cross-cultural education in the Netherlands

Introduction

To begin with I would like to thank the Department of Education and Science of the United Kingdom for giving me the opportunity to participate in this course and I wish also to express my gratitude to the Council of Europe for mediating the participation.
As a foreigner, or should I say as a European, I feel happy to introduce and to discuss the Dutch viewpoint on 'education in a multi-cultural society'.
Migration as such is a well known phenomenon. Through the ages man has migrated for several reasons; it might have been a religious, an economical, a political or just a human one or a combination; migration might have occured over short or long distances; but what is for man as a human being, perhaps most important, migration might have involved an entire family as well as a man-alone.
We are acquainted with migration as an historical and geographical fact. We think of the centuries of intra-european migration and especially since the 17th century of outer-european migration, such as to Latin America, North America and Australia.
In Europe in the sixties and seventies of this century however, we are confronted with a completely new migration situation which has not as yet been fully studied. What then is so new?
The first difference to mention is a complex one; namely the direction and the distance and the type of the migration viz. to the Western-european industrialized countries, not only within the Euromarket-countries with their free-labour market, but even from non-European countries, especially the Maghreb-countries, the Near and Far East and Guyana. We even can speak of an international commuterism. Also, the scale of the migration is relatively large. Moreover there is an increase in family migration, so whole families will live for shorter or longer time among us. In consequence the character of society is becoming more and more multifarious in the true sense of the concept.
With men patterns of values travel criss-cross over the world. At the moment (1976) around 13 million foreign migrants live in Western Europe. (For briefness' sake we speak of migrants.)

In view of the high degree of spatial mobility nowadays, we prefer to use the concept 'migrant' for people migrating to Western Europe regardless of the reasons they came here.
The main dynamizing factors are job attraction, the desire for security and high developed communication lines.
A second contrast in comparison with earlier times is that the unique cultural features of migrants are respected and protected. This is not to say that there do not exist instances in which some segments of the indigenous population are less than completely supportive of such differences even though the UNESCO-charter supports the maintenance of the distinguishing cultural characteristics of migrants.
It is important, however, that there will be no official government assimilation or indoctrination policy as such; the famous 'melting-pot' doctrine does not apply here. Certainly some countries in Western Europe , such as the United Kingdom and the Netherlands have given for centuries already a certain degree of freedom for religious and political migrants.
Summarizing and concluding we can say that in accepting the migrants even though this acceptance is partly a consequence of decolonization, the progressive Western European countries with their human-society outlook, have created a true multi-cultural society. In consequence they have the responsibility to take care of the formal and non-formal education of the migrants and especially the migrant's children.
Ultimately the children as grown-ups will have to live somewhere in the world, and even though this world may become a global village, its multi-cultural character will remain for many, many years.
So the education of the migrant's children, as the main key to the solution, should bear cross-cultural characteristics by nature. The school must explicitly reject the melting-pot role. We now posit our problem as follows.

Posing the problem

It is the aim of education of migrant children to achieve the maximum development of their personalities, for it is only through such development that such children can function adequately in the different types of cultures and societies.
Personality development as an educational objective is difficult even in an uni-cultural society. It is an even more difficult problem in a cross-cultural situation, where underdog feelings caused by being different and/or by the lower socio-economic status of the migrant-family are prevalent causes of anxiety.

Finding answers to the problem

In table 1 you will find the total number of foreigners in the Netherlands over the years 1947-1976 and the division of the main groups.
More than 50% of the foreigners are Mediterranean-originated and thus generally speaking linguistically and culturally rather different. This group came here as a result of a combination of factors, the main being the simultaneous development of the Dutch economy, the rising standard of living of the Dutch, and the high degree of unemployment in the Mediterranean countries. It was especially this group that the Committee of Ministers of the Council of Europe had in mind when they

decided at their meeting of november 1970 .....'that children of migrantworkers may not loose their cultural and linguistic heritage and that they benefit from the culture of the receiving country.' (res. (70)35, Committee of Ministers.) This resolution is in essence for a specific purpose an elucidation of the relevant UNESCO-charterparagraph.
The total number of migrant's children enrolled per 15.1.1975 in 2102 primary schools was 19.686, together with the estimated infant-school enrollment being ± 7000; this makes altogether around 27.000 children. The children are scattered all over the country, but with concentrations in Amsterdam, Rotterdam, the Hague and Utrecht.
Table 2 gives an overall-picture of the total numbers of Mediterranean originated migrant's children enrolled in Dutch primary schools over the years 1972 to 1976 inclusive the percentage of increase or decrease.
In view of the number of children under 15 in relation to the number enrolled in primary schools, and in anticipation of increased numbers of family reunions during the years 1974/1976 we can expect a large increase in primary school enrollment in the next years.

The crucial question is how to educate migrant's children living in a multi-cultural situation so that they will develop to well-balanced personalities, be full of self confidence, behave adequately in 'new' life-situations, thus with sufficient knowledge, sound judgments and mutual flexibility for adaptation.
Education is becoming a world wide process since also the governments of the non-western countries want to educate their population. The ethnic-pedagogical science has made a beginning in the study of this educational field so full of value-conflicts. Perhaps in the long run education of non-european migrant's childrenin this part of the world can take advantage of the findings of the ethnic-pedagogy.
Unfortunately no empirical research has been done on the topic as far as I know. The problem as an educational and as an applied philosophical one is rather new and the empiric trends in this type of sciences are recent. Moreover, the research itself will take several years to yield results because comparisons over a span of years are needed. So there will be very little scientific experience to rely upon.
If we analyze the problem in terms of curriculum theory we can distinguish:
The objective: viz. to develop the migrant's child's personality to an optimum; this objective is difficult to specify since we don't know what the basic conditions are for the education of such behavior in a cross-cultural situation.
The target-group: this element is almost impossible to describe accurately because of the cultural diversity of the people and the differences in sociological and social-economic context.
The entering behaviour is very diverse too; ranging from illiterate and unfamiliar with school-going to rather literate and by tradition u ed to school-education.
The subject-matter and the methods of teaching: these components normally ought to emerge from the study of objectives, target-group and entering behaviour, however as we have seen, we cannot exactly or precisely enough determine the other components of the curricular framework. Consequently we have to hypothesize the subject matter and the methods. We can, to make a beginning, feel supported by the obligatory school subjects im combination with the cross-cultural approach and multi-media methods.

(We prefer to speak of cross-cultural or multi-cultural instead of bi-cultural because the home-country or even the home-region need not to be uni-cultural as such.)
Our fixed points of departure then are:

- introducing the child into the culture of the host-country, to learn the basic-subjects, and to take care and to develop the cultural ties with their home-region, thus to keep up with or to learn the native language, the geography and the history of the home-region.
- As to the methods, we recognize that we must prevent the migrant's children from becoming little multi-cultural verbalists. Therefore it is of great importance to develop the cognitive, the affective and the psycho-motoric aspects in learning in great harmony; we have then in mind the so called confluent type of learning.

Through the years a lot of spontaneous intuitive and inventive teaching has developed in the Netherlands on the level of infant and of primary education focused on the migrant's children and especially the migrant-worker's child. To work effectively in this setting it is crucial for the teacher to have a kind of cosmopolitan mentality- an open and respectful attitude toward the migrant's child as a working mate.
Language methods are developed along with materials; learning packages on the geography and history of the home-region of the migrant's children are composed in order to promote communication between the different groups of migrant's children.
In addition, municipal and regional educational services, workers of welfare foundations, especially in regions with high percentage of migrants, have for years organized discussion-groups with teachers and migrant-parents to promote more understanding, appreciation and tolerance in each other's work and way of living.
I will mention now some developments and backgrounds as to the solving of the cross-cultural educational problems. We must however not forget that the ultimate solutions are always defined by the real ad-hoc situations, the possibilities within the framework of governmental measures, and the creativity of the man or woman or the teacher in charge. Consequently, the solutions reached are always more or less specific.

My presentation on development and background will deal with two topics plus some miscellaneous remarks. The topics are
(1) governmental organization, and (2) the migrant child's education in practice.
The distinction made is artificial and only for heuristic reasons.
I do hope that the brief remarks will give you an overview of the developments and that they will serve as a starting point for our discussion.

Governmental organization

- The governmental organization for migrant's children education is now extensive. Two coordinators are charged with the contacts in the broadest sense between the Department of Education and Science the educational field and the Embassies of the migrant's home-countries. Regional conferences and one-day symposia on the whole range of problems in cross-cultural education are held, special commissions established, inspectorate reports delivered.
  Since 1.10.1974 a special bi-monthly periodical of the Department

of Education and Science called 'Host-Education', which is very popular for the kind of information it gives, is distributed free to all schools that enroll migrant's children, and to all persons who have to do with 'host-education' in the broadest sense. It functions as an intermediary, and the contents consist of articles, interviews, etc. (p.e. descriptions of how teachers have solved specific problems, descriptions of experiments, news from the Department of Education and Science on migrant's children education; information about educational systems in the home-countries, descriptions of actual processes in language courses for illiterates, reports of panel-discussions, interviews with migrant-parents on cross-cultural education etc. etc.). Very instructive illustrations and statistical data are added.

- Migrant's children can get scholarships for post-primary and scientific education on the same conditions as the Dutch children.
- Migrant children enrollment in post-primary education, such as secondary schools and different types of vocational education, is still small but will increase in the near future since in the areas of concentrated migrant-populations, transitional classes are established as links between primary and post-primary schools. The Dutch Government is granting extra teacher hours for transitional classes with a minimum of 8 migrant workers children. Viz. 2.7 hour per pupil; so a class of 10 may spend 27 teacher hours; mostly these teacher hours are used for the appointment of interpretors.
- An experimental counsellor's project has recently (april 1976) started; at present a total of 12 counsellors are appointed in the different migrant's concentration areas. One counsellor is responsable for 500 migrant's pupils. The counsellor's task is to coordinate, to stimulate and to guide the teaching and learning of the migrant's children, and thus to bring a certain uniformity in the solving of the myriad of problems. The councellors, who are mostly didactic orientated pedagogues, psychologists and educational sociologists, are at this point on duty at the Municipal Education Councellor Centre. Between the councellors there is intensive intra- and interregional consultation, and they also consult with the governmental coordinators.

The migrant's child education in practice

- The migrant's child is mostly received in a normal Dutch school-class. This integrative reception model has advantages:
  1st. to follow the natural way of acquiring a foreign language; namely, by direct contact between the Dutch and foreign child,
  2nd. to avoid ghetto-building.
  Of course the migrant's child needs extra help from the teacher. It is for this reason that the Ministry of Education and Science has awarded extra teachers for helping the child one hour per day individual or in small groups to learn the Dutch language. Modern methods comparable to 'Scope' have been developed. (In the schoolyear 1975/1976 the number of extra teachers was around 420.)

- In case the migrant's children are widely dispersed over several schools within a town or some villages, the remedial teachers travel from school to school to teach and to guide the learning of the Dutch language (The Flying Brigade).
- In a few towns in the eastern part of the Netherlands where there is a high concentration of Turkish migrants, we still have the early-date reception-classes. Reception-classes are taught by special bi-lingual teachers (or Dutch and foreign).
  The grouping in these classes is primary age-based. When the children can understand the Dutch language they are transferred to the normal Dutch schoolclasses, eventually with bi-cultural education.
  In the beginning period of migration in the mid-sixties, lacking any educational facilities, Dutch teachers set Dutch pupils the task of talking to and playing with the non-Dutch speaking migrant's child.
- The teachers make home-to-home visits, also in order to stimulate participation in education on the part of the migrant-parents. These contacts and especially the informal information given on such occasions are of great importance. The objectives of modern Western-european education accent the existential development of the child. More and more these ideas are built into the Dutch curriculum. In principle, migrant-parents should be able to compare the Dutch emancipatory approach of primary education with their home-type of education.
- Special learning materials are developed for the migrant's child to bridge the gap between the moment of the beginning of the learning of the Dutch language and the moment of full integration. The material is additional to the existing language methods, and consists of a booklet with text, drawings, diagrams, together with filling-in exercises and a variety of other assignments. So if the extra teacher has to bring the migrant's child back to his normal class, the child can continue the learning process on his own if relevant in the curriculum. The package consists of 40 booklets, a teacher's guide and a teacher's handbook full of follow-up ideas and suggestions. The learning material and the guides will be published in september this year (1976).
- Especially the migrants of mediterranean origin set a very high value on teaching their own language and culture. So migrant-workers with a teacher's license were soon invited by the migrant-parents to function as native teachers for their children, they also serve as liaisons between the migrant-parents and the Dutch school teachers.
- In regions with a high concentration of migrant's children there are native teachers paid by the government of the home-countries and the Ministry of Welfare for teaching the native language and the geography and history of the home-country during the free hours (especially Saturdaymorning). P.e. for Jugoslavian children there is schooling in Amsterdam, Rotterdam and Flushing on Saturdays from 10 a.m. to 3 p.m.
- In order not to overburden the migrant's child, experiments are going on to bring the native teachers into the Dutch primary schools and so to find an optimum curriculum for the child as well as a

balance between the different components of integration.
The term bi-cultural education is used.
The teacher is paid by the central government and is in service of the schoolboard, which is also responsible for the teaching. At several schools the experimental situation has already become normal practice.
Such native teachers now can follow a special course (first diploma's april 1976). They get an introduction into the Dutch culture, learn the Dutch language and get acquainted with the Dutch school system and educational methods. As foreign educational assistent, as they are called, they are fully employed, eventually in several schools. The training-activities are conducted by the Dutch Centre for Foreigners, Utrecht, and paid for by the Ministry of Education and Science. The organizing Dutch Centre was chosen because of its experience in teaching Dutch to adult foreign workers and students.
As an alternative to bi-cultural education there exists the possibility of acquiring a conventional Dutch education and eventually following native facilities and skills in the free hours. (This option is freely open to the migrant-parents).

- There were in the early years some fundamental objections as to bi-cultural education. In the democratic Netherlands Dutch educational officers, towncouncils, schoolboards were concerned lest a dictatorial political indoctrination of the young migrant's children be attempted by the native teacher of certain home-countries. Control on what the native teachers do in reality in the classroom is always very difficult. However, the need of bi-cultural education was in an early phase recognized by the governments of the receiving countries. Furthermore in 1970 (november) such a need was confirmed by the Council of Europe, Strassbourg, and, similarly in october 1973 by the UNESCO meeting on education of migrants in Paris. Meanwhile migrant-parents continued to ask that their children be given native linguistic and cultural education. Several reasons were advanced: to keep the family together, to ensure the national identity and to held open the possibility of return to the home-country. Thus, bi-cultural education was realized or (at least) experimented with. Moreover (and fortunately) in the mean time in Greece, Spain, Portugal the political approach has basically changed.
There remain, however,Dutch anthropologists who doubt the sense of bi-lingual education for young children. They believe that learning two totally different languages simultaneously, even if one is the mother-tongue, is too difficult.
- If relevant, small groups of uni-cultural migrant's children are joined together for native teaching, the minimum size of the group is ten children. Th teacher is paid by the Dutch government; the pupil's travel expenses are paid by other institutions.
- Some embassies of the home-countries furnish the native teachers with all kinds of home-born learning material. If the Dutch Schoolboard is responsible for the native teaching, thus in

the case of bi-cultural education, it is understandable that they must have some views of the contents of the programme.

- Teachers keep precise records of the work done and the progress made by the migrant's children. So in the course of time an educational report is constructed; this report can serve as an educational passport and in a few cases has done so already. In the next months the Ministry of Education and Science will introduce the International Schoolcareer and Health Record. This international record is initiated by the Council of Europe.
- As already stated, the migrants of mediterranean origin get, for several reasons, great attention. Just for your information I will make also remark on a different group viz. the English speaking one in the eastern part of the province of Noord-Brabant. According to table 1 we had in the Netherlands per 1.1.1976 20.206 persons of British origin, by the way an increase of 6000 since 1.1.1974.
  For the English speaking children, originated in dozens of countries all over the world there has been established an English section at one of the Eindhoven schools for secondary education. This section is pulling children from all over Easter Noord-Brabant, the school population being very diverse as to the father's profession. (Eindhoven has an international primary school with about 200 children.)

Some miscellaneous remarks

- Important for the reception of the migrants and the migrant's children has been the existence of a kind of infrastructure of educational and of welfare services (on governmental, semi-governmental, municipal and non-governmental level). What is perhaps more important workers in such agencies exhibit the mentality to create quickly,as needs arise, workinggroups, commissions, services, foundations, etc..We mention p.e. 'The foundation for foreign workers'; the foundation have divided the country into 17 regions, each with a full-staffed bureau and also an educational officer; once each 3 months they meet with the governmental coordinators. The foundation has established in Utrecht its master organizational bureau 'Dutch Centre for foreigners', with its own department of formal and non-formal education for migrants and their children, and with an information and documentation department. The centre publishes its own monthly and is also responsable for the 'Foundation Publications Foreigners.'
  Other relevant exemples are 'the Foundation Welfare Surinam' and 'the Inter-ministriel Coordination Commission Reception Rijksgenoten' (Reception of Fellows of the Kingdom), they both were established very quickly and provided immediate assistence.
- In Dutch universities and non-academic institutes there is a good deal of foreign language learning. So there is a kind of reservoir of knowledge and practice in a great variety of foreign languages. In effect Dutch foreign language students and individuals who finished their foreign language study do teach and give

assistence to migrant's children by helping with home-work, play games etc.

- It is happy coincidence that teaching is becoming less and less a process of teacher-talking and more and more a process of guiding the learning process. At the teacher training colleges the young teachers are introduced to this new pedagogic-didactic approach; so Dutch teachers are to a certain degree used to the new method. Confluent education so important for the migrant's child is getting a real try out.
- Human geographers and cultural anthropologists, sociologists, pedagogues, andragogues, linguists in the frame of academic work have for specific countries or regions p.e. Turkey, Marocco, Spain, Surinam, set up incidental research as to the typical problems arising from the migrant's stay and migrant's children's education.
- During the sixties in the Dutch school system the so-called Mammoeth-law was introduced, a kind of overall covering educational plan. Important for the migrant's children is that they can profit from the explicit opportunities for horizontal streaming from one schooltype into another. So a step over is possible and actually made by migrant's children.
- Participation in pre-infant centres and infant-schools is stimulated by the primary schools and the government; it has turned out that the migrant's children educated in pre-primary centres have nearly no difficulties when following primary-school education.
- It is also in this miscellaneous group that I will mention the 'Newsletter for foreign workers' issued by the Ministry of Welfare, the Hague from february1964 to december 1974. The Newsletter has changed in the course of the years in publication, appearance and contents and is an interesting source for the knowledge of the historical development of the problems concerning the large influx of the migrants. From nearly 163.000 in 1964 the number of migrants increased to nearly 300.000 in 1974 (see table 1). The Newsletter has functioned in an early period as an intermediary between the different governmental, semi-governmental and non-governmental organizations which have concern for the migrants as human and social beings. If relevant also attention was paid to education (a full number 1973, nr 6.). I am convinced that the early drawing of attention to the new growing migration situation stimulated by the Newsletter, naturally has laid a basis for further cooperation in the field of formal and non-formal education and welfare extension. In january 1975 the kind of work relating to the Newsletter has been taken over by the Dutch Centre for foreign workers (a semi-governmental organization).

Finally I would like to give some information about an introduction-course initiated by the Department of Education and Science for teachers working with migrant's children (on primary and kindergarten level).
The general objectives are:

. to give the teacher human-geographical and cultural anthropological informa ion as to the background of migrants,

- to introduce the teacher to problems as to educational developments of migrant's children and
- as to primary-education to give the teacher full information about modern methods of language teaching for non-Dutch-speaking children and
- as to infant-education how to come into contact and to communicate with the very young non-Dutch-speaking children.

Although the course is intended for Dutch teachers working with the other-linguistic child as such, the focus of the course will, for the present, be on the Mediterranean-group because as we already saw more than 50% of the migrant's children are mediterranean originated. Moreover, the mediterranean-group by the way very divergent in itself,shows such differences that giving this group strong attention seems to be very legal.
The commission intends to give the course a real study-character; included will be discussions on the base of especially for the course written material, group work on the base of especially video- or other audio-visual material, further on analyzing literature and on comparing existing dutch, english, german and swedish language-methods and teaching/learning materials. Great attention will be paid to the practical experience of the participating teachers as an input in the course. Each group will not count more than 15 members; the course consists of 12 periods of 3 hours each (to be held in the late afternoon or in the evening hours). The first and experimental course-unit will be held in spring 1977 à 3 or 5 places throughout the Netherlands; the official course then will start autumn of 1977, two or three times during the schoolyear (september-may). The practical management of the courses will be put into the hands of Teacher training colleges. It might very well be that this course can function as a starting point for the Teacher training colleges to organise full-day post-graduate courses for educating migrant's children. According to its relevancy the teacher's specialization then will be directed on certain countries or regions. Even is to think of learning periods of the Dutch teachers in migrant's home-countries.

Concluding we can say that governmental and non-governmental organizational set-ups make very sincere efforts basically to educate as best they can the children of the migrants. A need for constructive criticism still remains. To workers in the educational field it seems always that more and better should be done. We are now in the centre of the development process. For the time being it is hard trying to fulfill one of the conditions for optimal development of the personality viz. to give them a feeling of intellectual and emotional security.
Wether this type of and methods to cross-cultural education indeed lead to the set goal, seems to me a matter of inter-disciplinairy research. You might remember we have put the fundamental schoolsubjects on cross-cultural basis as a working hypothesis. Perhaps we need more diversity as to the traditional subjects. I can imagine that within the curriculum, expository and discovery learning about cross-cultural phenomena as such and the consequences for man would be very relevant.

we know already of examples of successful cross-cultural projects, but the question is to what degree the feelings of affection can be made explicit and thus will be susceptible to realization by mankind.
It should in this respect also be noted explictly- we mentioned the phenomena already -that probably quite a lot of Mediterranean originated children have to manage in reality 3 languages and 3 cultures. Firstly the language and the culture of their home-region or home-village (the 'family'-context), secondly the Dutch language and culture (learned at school and during the daily life out of the home), thirdly the language and culture of the home-country (taught in bi-cultural context).
For geographical, historical and political reasons, regional and national language and culture can reveal very big differences.
To what extent can the young child indeed manage such a three-culture range ? Unfortunately up to now we can only ponder and interrogate this point.
We still are at the beginning of instituting provisions, a very important and necessary step. But provisions are no more than aids to reach the objective. Provisions we should see as instruments in the hands of the responsible men and women on the spot, that is, potentially the teachers and all the other persons in the educational field. If they don't have the right mentality and humane personality the system can't and won't work.
The migrant's children teaching up to now done by the men and the women in the field gives us every confidence in this respect.
All this valuable experience should be made explicit and comparative, in order for once to work on a level above trial and error. So systematic research is necessary.
I fully agree the statement prof. Nermin Abadan-Unat of the University of Ankara has made in the preface of her very recently published book, Turkish Workers in Europe, 1960-1975 ..... 'that the smaller the world becomes and the closer communities of different origin are bound to live together, the more cross-cultural, comparative investigations and studies will be needed .....'.

Table 1- The numbers of foreigners in the Netherlands

	1947	1960	1964	1966	1967	1968	1973	1974	1975	1976
Total (x 1000) of which:	103.9	117.6	162.8	213.0	202.2	204.0	282.4	296.8	316.3	344.9
Belgian	25.3	19.2	20.4	20.0	19.9	20.0	20.5	20.5	20.7	21.2
German	27.9	29.5	26.0	27.4	28.1	28.7	36.8	38.4	40.1	42.0
British	3.1	4.7	7.9	9.9	9.5	9.3	13.5	14.2	16.2	20.2
Italian	3.4	5.0	11.[illegible]	14.2	14.5	14.5	19.3	19.4	19.7	20.0
Spanish	0.1	0.2	13.1	23.4	18.4	18.3	31.4	31.8	31.3	29.5
Turkish	-	0.1	4.3	14.5	12.3	13.5	46.0	53.5	62.5	72.8
Maroccans	-	-	1.7	14.3	12.6	12.8	27.9	29.6	33.2	39.9

Source: C.B.S. Statistisch Zakboek
1967, 1972, 1973, 1974
Ministerie van Justitie 1975, 1976.

Table 2. Total number of mediterranean originated migrant's children enrolled in primary schools Years 1972, 1973, 1974, 1975 (16.1.1975).

Nationalities	1972	1973	1974	1975	absolute increase/decrease 1974-1975	percentage increase/decrease 1974-1975	percentage increase/decrease 1972-1974	percentage increase/decrease
Greece	207	210	276	408	+132	+47,82	+33,33	+97,10
Italy	1068	1201	1330	1617	+287	+21,50	+24,53	+51,40
Jugoslavia	114	146	270	372	+102	+37,78	+136,84	+226,22
Marocco	459	869	1281	1986	+705	+55,03	+179,08	+332,67
Portugal	482	594	664	735	+ 71	+10,69	+37,75	+52,48
Spain	1952	2170	2278	2462	+184	+ 8,07	+16,70	+26,17
Tunesia	32	33	42	40	- 2	- 4,76	+31,25	+25,00
Turkey	2341	3458	4860	6709	+1849	+38,04	+107,60	+186,58
Total	6635	8861	11001	14329	+3328	+30,25	+65,45	+115,16

Source: CBS; leerlingen met buitenlandse nationaliteit bij het gewoon lager onderwijs, 16 januari 1975.

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